

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

<input type="checkbox"/>	Excelling
<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

## Desert Canyon Elementary School

Scottsdale Unified District  
10203 E. McDowell Mtn Ranch Road, Scottsdale, AZ 85255

Principal: Ms. Darlene Johnson  
Schedule: 8:00 AM to 4:00 PM  
Web Address: [www.susd.org](http://www.susd.org)  
E-mail: [darjohnson@susd.org](mailto:darjohnson@susd.org)

Grades: K-5  
2002 Enrollment: 715  
Phone: (480) 484-1700  
Fax: (480) 484-4601

### ∨ School Overview ∨

#### Mission

Desert Canyon Elementary School provides children from Kindergarten through fifth grade a quality education through age/developmentally appropriate learning experiences. A balanced and comprehensive approach to instruction awaits our students with emphasis on individual student needs and strenghts. The educational focus for all students is to build strong readers, writers, mathematicians, and problem solvers to enable them to become lifelong learners.

#### Organization and Philosophy

- w Multiyear Teaching/Looping: 2/3 & 4/5
- w Differentiated Instructional Methods
- w Highly Committed School Community
- w Site-based Shared Decision Making

#### Instructional Programs

- w Academically Gifted
- w Special Education: Speech and Language
- w Language Acquisition Services
- w Computer Instruction Grades 1-5
- w All Day Kindergarten Option
- w Scottsdale Prevention Institute
- w Fine Arts Education: PE/Music/Art
- w Band/Orchestra/Chorus

#### School/Academic Goals

- w Desert Canyon Elementary School will increase student academic achievement by showing a school average of one percentile rank improvement on the language subtest of the Stanford 9 Achievement Test, demonstrated in grades two through five.
- w Desert Canyon Elementary School will provide a positive, respectful and safe learning environment by increasing the percentage of students serviced by the Student Support Team.
- w DCES will ensure the implementation of educational technologies in the new computer classrooms that will enhance the learning process and expand the skills, capabilities, and knowledge of all students.
- w Desert Canyon Elementary School will offer comprehensive training that will enable our teachers to develop master teacher skill levels using state of the art teaching strategies. Our teachers are encouraged to be life long learners.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	709
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	23

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w Develop School Improvement Plan  
 w Maintain Philosophy of Planning Team  
 w Develop and Oversee School Committees  
 w Monitor Academic Achievement  
 w Recognize Outstanding Teachers/Students

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	5.00	Teacher Aide	9.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	2	0	0
4 to 6 years	4	3	1	0
7 to 9 years	3	5	0	0
10 or more years	2	12	0	0

## ▽ Shared Responsibilities ▽

### School

Site-based shared decision making is a blending of site-based management and shared decision making. Site-based management is a system by which decisions are made at levels closest to the issue being addressed. Shared decision making is a process by which individuals affected by and responsible for implementing the decisions share in making the decisions. SBSDM is a process to enable effective school improvement. Representatives on the team are school personnel, parents and community members.

### Parents

We encourage parents to take an active role in their child(ren)'s school life and become a member of the Parent Teacher Organization. PTO members work as volunteers and perform many valuable tasks in classrooms and at school events. Our PTO sponsors many fine programs and services to improve communication and education at Desert Canyon Elementary School.

## ▽ Transportation Policy ▽

See district policy.

### ∨ Calendar Information ∨

**Number of Instruction Days:** 177      **First Day of School:** 8/13/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/28/03  
**Operates on Traditional Schedule**

#### Report Card Release Dates

10/11/02

12/20/02

3/7/03

5/28/03

### Additional Calendar/Report Card Information

### ∨ Resources Available at School Site ∨

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No

Lunch - Yes

Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

#### Special Facilities

W Public Library On-site

W Computer Lab

W Video Production/Broadcasting Capability

W Gymnasium/Outdoor Amphitheater

#### Extracurricular Activities

W Chess Club

W Afterschool Sports Clinics

W Afterschool Tutoring

W Music Enrichment

W Foreign Language Exploration

W Scouting

#### School/Community Resources

W Public Library

W Citizens Service Center

W Parks and Recreation Programs

W School Community Liaison

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w Instructional staff completed test data disaggregation which enabled teachers to analyze instructional strategies to be utilized in classrooms. DCES' current 3rd graders received outstanding results on the Stanford 9 testing.</p> | <p>w DCES proudly announces the achievement of all Site Improvement Goals for the school year 2001-2002.</p> |
| <p>w DCES teachers are able to communicate more effectively with our school community by initiating home pages and extensive Internet integration.</p>   | <p>w DCES will complete a new school Site Improvement Plan for the 2002-03 school year.</p>                  |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	13.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Weekly PAWS Awards for Students and Staff	2002
End of the Year Awards Assembly	2003
Classroom Awards and Recognition	2002
DARE Graduation	2003

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	131	551	1%	5%	44%	50%
	State	58840	524	9%	17%	45%	29%
Writing	School	128	587	1%	4%	52%	44%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	129	557	3%	10%	33%	53%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	127	514	10%	13%	51%	25%
	State	61305	505	21%	20%	43%	15%
Writing	School	126	532	8%	11%	64%	17%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	127	505	4%	41%	14%	41%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	100	78	60	--	--	--
2	Reading	--	--	--	100	70	50	100	77	52	98	71	53	99	87	57
	Language	--	--	--	100	67	40	100	72	43	98	70	44	98	87	48
	Mathematics	--	--	--	100	74	51	100	81	55	99	72	57	98	89	61
3	Reading	--	--	47	100	63	47	100	75	48	94	78	50	95	77	50
	Language	--	--	49	100	65	51	100	81	54	94	82	56	96	82	57
	Mathematics	--	--	46	100	58	49	100	75	52	95	82	54	96	77	56
4	Reading	--	--	53	100	74	54	100	74	54	98	77	55	99	80	55
	Language	--	--	47	100	70	49	100	66	48	99	72	50	99	74	50
	Mathematics	--	--	51	100	76	54	100	73	55	99	76	57	99	79	58
5	Reading	--	--	51	100	72	51	100	76	51	95	78	51	100	72	53
	Language	--	--	42	100	65	44	100	71	45	95	66	45	100	64	47
	Mathematics	--	--	51	100	72	54	100	81	55	97	81	57	100	74	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>78</b>	<b>78</b>
<b>Grades 3-4</b>	<b>71</b>	<b>72</b>
<b>Grades 4-5</b>	<b>55</b>	<b>72</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Monthly fire drills and inspections. Emergency evacuation and lock-down procedures are reviewed and practiced. Compiled a current Phone Tree Emergency Contact List. Safety backpacks distributed to each classroom teacher. Updated annual Crisis Plan. Law-related education and classroom instruction with our SRO Officer.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,504	\$2,076,768
Classroom Supplies	\$40	\$33,498
Administration	\$396	\$328,069
Support Services-Students	\$179	\$148,586
Other Support Services and Operations	\$701	\$581,155
Total Expenditures- All Categories 2000-2001	\$3,820	\$3,168,076

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Darlene Johnson	(480) 484-1700	
<b>Transportation Policy</b>	Daniel Shearer	(602) 852-2440	
<b>Community Resources</b>	Rae Darden	(480) 312-6270	
<b>School Nutrition Programs</b>	Barbara Savastio	(480) 661-1126	
<b>Parent Organization</b>	Estelle Stelle	(480) 484-1700	
<b>Student Health/Nurse</b>	Jeananne Larson	(480) 484-1711	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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